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ABSTRACT

A suggested approach to teaching instructional skills to future teachers of English as a second language incorporates microteaching techniques. These techniques include the practice teaching of limited and coherent groups of skills, one group at a time, scaled-down practice teaching situations, maximum relevant feedback to each trainee, and the opportunity to reteach the same lesson. The model consists of four parts: rationale or theoretical background, observation of skilled teachers, trial teaching, and experience as a pupil of peers' teaching. The trainee is given a chance to practice teaching with each skill, using this procedure: (1) the trainer gives a lecture and demonstration of the skill; (2) trainees view a relevant film; (3) each trainee demonstrates instruction using this skill; (4) video feedback and peer critiques are provided; (5) each trainee attempts to reteach that area; (6) video feedback and critique are given on the second trial; (7) each participant analyzes and compares the two trials; and (8) the group of participants compiles a language activity pack at the end of the course. Trainees taught by this method have reported a favorable response to it, despite some negative reaction to videotaping and viewing, and varying responses to individual elements of the method. (MSE)

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Integration of Theory and Practice in a Pre-service Teacher Training Course

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Section 1 Introduction

Teaching English as a foreign language (EFL) has been exposed to severe criticism for its inefficiency in Japan. Many of the causes can be easily pointed out and for not a few of them the administration is to blame, namely, the large size of class (over 40 pupils per class), a scarcity of class hours assigned to EFL instruction(3 hours per week for middle schools) at entrance examinations stressing translation skills and grammatical knowledge. But teachers cannot be exempted from criticism. In fact, a major target has become the teacher himself for his inefficiency of teaching, precisely because he has been considered to be implemental in providing innovative instruction of any sort. It is often pointed out that many EFL teachers don't live up to their job because their past training had not been relevent to their present career. Accordingly, the importance of teacher training, both in-service and pre-service, has been stressed recently.

"Three fundamental elements contribute to produce an appropriate mixture"(Strevens, 1981:533)of a teacher training: SKILLS, eg, instructional skills in their broad sense; INFORMATION, eg, foreign language proficiency; and THOERY, eg, knowledge of the contributary disciplines. The well-balanced combination of these elements is indisputably an important matter which should be tackled seriously by all the faculty of the department. However, when we restrict our topic to a methods course, which I am concerned about in this article, generally speaking, it has been too over biased in theory in Japan. As a matter of fact, a large amount of knowledge is instilled through a series of lectures ranging from the history of modern language teaching to the selection of textbooks including instructional techniques in between. The students just listen to the lectures given by their instructors most of the time in the course. This tendency should be rectified and the elements of SKILLS or practical side should occupy a more important part, which will lead to a well-balanced combination of the four elements in the pre-service training course. On this point I agree with Cannon, who said:

> Essentially, the failure of traditional language methods classes stems from one very important factor: they are completely removed from what actually happens in the classroom and school environment. The traditonal assumption seems to be that if future language teachers are taught the "proper" and "applicable" language learning theory, then the practical business of teaching will fall into place. The problem with this approach -- theory as groundwork for teaching-- is that it has very little to do with the real world of the school.(Cannon, 1981:279)

We must try to innovate the method of EFL teacher training course with a view to equipping the future teacher with essential competency in language teaching. A practice-oriented methods course,thus,will assume more importance from now on. At the same time, it is obvious that teaching skills and techniques to be fostered in the future teacher should be flexible and malleable enough to apply to new, unpredictable teaching situations, for when they embark on their teaching career, they will certainly teach new studetns

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within contexts which are unpredictable to those in the training course. The teaching skills they have acquired would be of little use when their applicability is restricted to a specific setting both in terms of the teaching materials, the target language items or functions in question and toward the group of the learners whom they have been in contact with during the training session. This compels us to set up a training course which provides the trainee with general teaching competence of wide applicability. To realize skills of high reproducibility and creativity, it is imperative that the training should be based upon sound theoretical understanding and that the trainee should be led to find principles underlying specific teaching skills. Otherwise, it will fall into mere vocational training, "which is a collection of tips and anecdotes, with a lack of adaptability to changing circumstances". (Widdowson, 1979:67) Hence, in the methods course, which must be,of necessity, practice-centred, the practice should be derived from theory. The problem, however, is how to substantiate this idea of 'praxis' in the training programme. In the latter part of this paper, I shall describe a measure taken in the method course I teach at our university. In the meantime, some short description of the situation of teacher training in EFL field in Japan would be appropriate to render the later explanation more accessible to the reader.

Section 2 The state of the Art in Japan

The basic qualifications for an EFL teacher at the middle school level is that one has been in college or university at least two years with the following academic credentials; 6 credits for English linguistics, 6 credits for English and American literature, 4 credits for English conversation and compcsition, 2 credits for EFL methodology and 8 credits for educational courses. In addition, one is required to practise teaching at a middle school for at least 2 weeks.

In our faculty, practice teaching is held at different three times before the students graduate from the university. The first practice, which takes place when they are in the second year, lasts just one week ,of which the aim is to give them an opportunity to deepen their understanding of how the school is run by, eg, observing the classroom activities such as the management of the classroom and the teacher-pupil relationships with the main emphasis on English instruction.

The second practice, lasting 2.5 weeks during the third year, concentrates on direct teaching practice under close supervision of a coordinating teacher. The aim is to familiarize the participants with the minimum techniques of teaching. The final practice takes place during the fourth and last year,lasting 2 weeks. By this time the students have finished the Methods Course I at the university and they are taking the Methods Course II which consists of microteaching(MT). The focus of the last practice is on applying knowledge gained on campus and adapting basic teaching skills obtained through MT in the context of a classroom setting in a middle school.

Section 3 The Pre-service Teacher Training Course

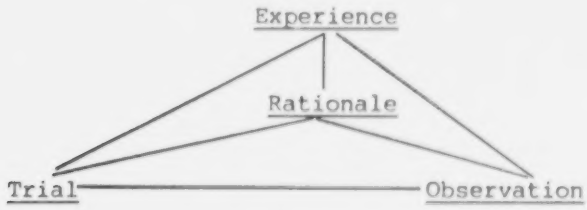
1.General characteristics of the course

The pre-service teacher training course which I am going to describe incorporates characteristics of MT, which include:

1) A skills approach. Limited and coherent bundles of desirable teacher

behaviour are defined as far as possible in easily observable terms. One such bundle, or skill, is practised at a time.
2) Scaled-down practice situations. Trainees practise the skill in short micro-lessons (preferably five to ten minutes) taught to very small classes (about five pupils).
3) Maximum relevant feedback to help each trainee to evaluate his or her performance in the skill.(Britten and Sow,1979:22)
4) Opportunity to reteach the same part (De Lorenzo,1975:57)

The course design can be described in the following diagram:



This diagram is a slight adaptation of the 'E-R-O-T-I' model, as proposed originally by O'Brien.(O'Brien,1981:59) The diagram itself is more or less self-explanatory and needs no elaborate explanation. But just a few comments are given below to deepen the understanding of each component. First of all, as is shown in the diagram, rationale or theoretical background plays an important part in this course. It consists of the trainer's lectures and demonstrations, analysis and comparison. The lecture given by the trainer before each trial gives the student support in preparing a lesson plan; discussion after a trial and analysis and comparison task also give motives in considering the feature of the trainee's own performance objectively, thus helping him to reflect upon his lesson. This part eventually contributes greatly to developing sound performance skills.

Next, in the observation component, the trainee observes videorecorded lessons by experienced teachers, edited recordings of "Teaching Observed" produced by the British Council, and video feedback of his own or peers' lessons. In addition, he observes his own lesson several times when he is engaged in analysing his performance. Enough opportunity of observing skillful teaching which is based on sound theoretical understanding is fundamental to establishing the trainee as a perceptive observer and a sound judge of language teaching.

The trial component consists of teaching ,reteaching and constructing material. Prior to teaching, he consults the trainer about his teaching plan and gets information and guidance on the revision of the original plan. The two step experience of teaching and reteaching gives the participants a chance for improvement of his first trial, not to mention the confidence he gains when his second trial is more successful. The material construction is intended to give opportunity for the trainees to practise material designs, applying to a wider area a set of techniques or activities they actually used within a limited period of lesson segments. This phase also involves cooperation among the trainees and involves a selection of the materials on the basis of the understanding of principles of language teaching.

In the experience component, the trainee participates as a 'pupil' in

the trainer's demonstration session and his peers' teaching. Thus, experience refers to what the trainee actually involves himself in learning by doing. It is often one thing to understand a theoretical background of approaches to language teaching through books or lectures and quite another to discover for himself the values of particular techniques by actually participating in a workshop of this type. Experience plays a most important role in helping the trainee make judgements on the value of a particular method or technique of teaching.

2. General procedure of the course

The trainee is given a chance to practise teaching each skill, which will be dealt with in detail in the next section. For each skill, similar steps are taken, as follows:

1) The trainer gives a lecture on each skill and gives a demonstration on how to teach the skill as an example.
2) The viewing of a relevant film or VTR is provided.
3) Teaching is demonstrated by each trainee.
4) Video feedback and a critique are held.
5) Reteaching of the same part or the same area is attempted by each trainee.
6) Video feedback and critique is given on the second trial.
7) Analyis and comparison of the two teaching performances are produced by each participant.
8) Compilation of a language activity pack at the end of the course is attempted by all the particpants as a group.

3. Lecture and demonstration

The following topics are covered in this section: general introduction, warm-up, introduction of new materials, drills and practice, and reading. Each topic is presented prior to MT of each skill. In general orientation, the objectives and overall plan of the course are explained with special emphasis on the following points:

1) The students are expected to participate actively in the whole activities, as this is intended to bridge the gaps between theory at university and 'down-to-earth' real setting teaching, which, of necessity, demands each teacher's leadership.
2) They are expected to voice their opinions in the critique sessions and they should try to find as many good points as possible, because by exchanging opinions in a constructive manner, both the microteacher and peer learners benefit most.

The lecture on each language teaching skill roughly consists of the principles and aims, recent trends, and exemplification of methods and techniques of each skill. For instance, the following constitute the main contents of reading skill:

1) Reading process and the principles of teaching reading skill
2) Pre-reading activities
   - -Introduction of the topic of reading passage to give the reader motivation and anticipation by means of various activities
   - -Getting across the meaning of difficult vocabulary and major structure which may hinder the reader from reading smoothly
   - -Setting a task to give a purpose for reading
3) While-reading activities

-Providing suitable signpost questions to encourage skimming, and scanning
-Activities for understanding cohesive devices and coherent development of passage
-Use of the mother tongue

4) Post-reading activities
-Comprehension questions-- their likely pitfalls and appropriate questions
-Summary writing
-Information transfer
-Oral reading

5) Workshop of making exercises on reading passages on the basis of "Teaching English Through English" (Willis, 1981:153-4).

For 2) to 4), an exemplification is accompanied by the trainer's demonstration. Thus, the trainee is given a theoretical background which underlies concrete examples of teaching and partakes in a vicarious experience as a learner in a simulated lesson.

4. Observation

As a continuation of the last part of the previous section, the trainee goes on to view video recordings of lessons given by experienced teachers and his former colleagues and a relevant volume of "Teaching Observed." This is the only one of the kind available here as a means of presenting each successive activity in a comprehensive and systematic manner. Despite its artificiality and out-of-datedness, it serves its purpose well in showing the possibility and advisability of teaching English mainly through English, which, after all, is an exception rather than the rule in this country.

The recording, both audio and video, of the lessons in an ordinary classroom setting, together with the recordings of former trainees, are shown, when available, which creates lively discussion among the trainees. In this way, they are often induced to point out both good and bad points and to grope for better solutions on a particular problem. In this type of activity, they are actually engaged in "comparing, evaluating, and improving" (Ellis, 1986:94)on the data to which they are exposed.

5. Teaching

The teaching consists of the planning and practising of MT on the part of the trainee on the basis of what the he has learned in the above mentioned steps. The system adopted in this course is peer-teaching: each student takes turns in teaching the rest of the participants. As to the the advantages and disadvantages of this system, refer to the articles such as Clifford,Jorstad and Lange(1977: 229-39), Cripwell and Geddes(1982: 233-4) and Stoddart(1981: 32-4). The reason we have adopted this type of MT is straightforward: it is both difficult and uneconomical both in terms of money and time to rely on the 'standard type,'ie, microteaching a small number of real school pupils. However, we may as well say at least that the trainees participating in this course do not show the high tension mentioned in Cripwell and Geddes (1982:233), nor do they complain about the awkwardness they might incur in teaching 'mock' pupils.

The teaching period assigned to each trainee at a time is 10 minutes for all the segments except for the warm-up, which usually lasts just a few

minutes. It is no easy matter to decide on the scope of the skill that the trainee should cover in each lesson segment. The more specific the skill in question, the easier it is to deal with. But we must not forget that the main aim of MT is to provide as many simulated opportunities as possible in order to acquire practical teaching skills which will be directly relevant when he starts teaching "real" pupils at school. If a skill is divided into too many minute fragments, MT will become artifical and lose its significant value as a realistic form of training. The compromise reached is to assign different materials for the 4 topics mentioned above. The teaching materials are all taken from a middle school textbook and each part is assigned to the trainee well in advance.

After the trainee discusses his plan with the trainer, he revises the original plan in accordance to the advice from the trainer. This may sound too prescriptive and it may be feared that his creativity may be suppressed under the trainer's pressure; however, in pre-service training of this type, security and solid foundation are what the trainee needs most. The important point is that he can discuss freely underlying principles of particular activities, realizing both good and bad points of the lesson plan. Thus, I agree with Stoddart at this point, when he mentions:

> A fairly prescriptive and specific approach giving as much direction as possible is likely to be considered intially more effective.(Stoddart, 1981:25)

The trainer sits in the classroom and observes MT most of the time, but when asked, he participates in all sorts of activities just as an equal member of the peer learners. All the performances are videorecorded by fellow members who take turns operating the camera.

6. Critique

The critique session starts when all the trainees have taught their segments. It is usually chaired by the trainer and each trainee gives a brief explanation on the outline of the procedure taken using the teaching plan which is distributed before the session. Then, the video is played back from the beginning and whenever any participant puts up his hand for comment or the trainer feels necessary, it is stopped for discussion.

The topics of discussion vary from the speed of the microteacher's talk to the validity of the activity used, depending on the characteristics of the lesson segment. The trainer encourages a wide range of free comments including alternative proposals from the participants. However, when necessary, the trainer gives his comments so that they can recognize any important points.

7. Reteaching

The suggestions and comments expressed in the critique session help the trainee to improve on his first trial. Now he modifies his plan on his own and teaches the same part a week after the first trial. Toward the end of the course, teach-reteach cycle is sometimes replaced by the "teach only" as the trainee becomes proficient enough to do without reteaching the same part. In this way, the trainee can teach a different part so that he accumulates experience in teaching a wider range of material. But this alternative is not widely adopted; it remains to be solved when and to what degree the teach only method should be adopted.

8 Recritique

At an early stage, the same procedure as for the critique session is repeated. But the discussion here mainly centres on points which differ from, or are considered to be substantial improvements over, the first trial. However, the recritique session is withdrawn and abolished when the reteaching is replaced by the teach only cycle.

9 Analysis and comparison

The microteacher has the final task after the recritique session: he is expected to make a comparison of the two performances and analyse them by means of a predetermined criterion. The aim for this step is to reflect on one's teaching objectively, thus finding distinct features of one's teaching for oneself and detecting any significant differences between the two performances and/or explore the possibility of overcoming remaining shortcomings of one's own teaching. It is true that the trainee has received quite an amount of feedback from his fellow members and his trainer. However, until the trainee is fully aware of his skills by self-analysis of his lesson, his understanding will remain superficial and improvement in his teaching cannot be hoped for. Correct perception is a prerequisite for stable improvement of his skill.

Except for a warm-up, for which a rating system is used, an observation system is used: a system derived from the one used by Yoneyama.(Yoneyama, 1977:117-8) It was devised for the purpose of observing foreign language classroom interactions in the wake of Flanders' model.(Flanders,1970:34) The time interval for this system used in this course is 3 seconds and the timing is superimposed on the images of the VTR to lessen the trainee's burden of memorizing all the categories beforehand, although he is given a training session in which he learns the definition of each category and gets familiar to the system. The trainees work in pairs to maintain the objectivity of their work. They check their results and re-observe the section where they differed in tallying until they reach agreement. The data processing is done by microcomputer, which plots a matrix, numerical order of categories, time-based interaction chart, etc. The trainee is asked to compile the result and hand in his report on his comparison and analysis together with his comments.

10 Material construction

The above steps are repeated for each skill cyclically and in due course the trainee, covering a range of fundamental language structures, can compile a number of interesting new methods and techniques. By filing these outputs in an orderly fashion and adding any missing items of importance, he can make a collection of activities and techniques. Although the contribution from each trainee is small, the total constitutes a substantial volume of resources, most of them tried out in their MT and revised many times. At the end of the course, the trainees engage in compiling all their materials resulting in a class resource booklet such as "Communicative Activity Pack."

This step has dual purposes: the trainees can edit their own material and, more importantly, by engaging in this corraborative work, they will feel united to each other as a consolidated group and gain confidence in working together to fulfill their common objective of teaching EFL, which will, I hope, influence their attitudes when they embark on teaching 'real' pupils.

The above steps can be represented in the following diagram, which shows

the roles played by the trainer, each individual trainee, and trainees as a group.

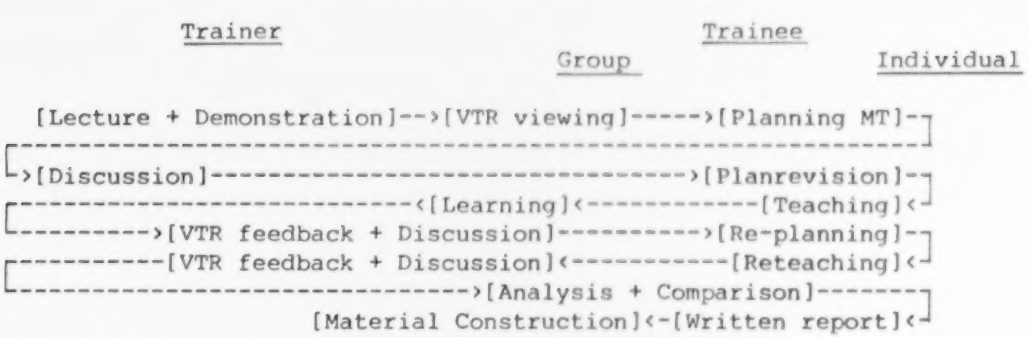


Diagram 1: Course Organisation

Section 4 The Effects of MT

There are at least two ways to evaluate MT. The first one is to observe and measure the differences in performances of the teach- reteach cycles. If significant differences can be discerned between the two, favouring the reteach, we can form a judgement as to the positive effects of MT as a training programme for future teachers. Systematic investigation of this matter has not been carried out yet. However, self-evaluation in the form of analysis and comparison of one's teaching is regularly made on an individual basis and this type of self-scrutinizing evaluation will lead to better understanding of the features of one's own teaching, which will eventually contribute to the improvement of one's teaching performances.

The other system, ie, questionnairing, is reported in detail in the following. The questionnaires have been formulated to investigate the reactions of the trainees for the past 3 years. They have been administered twice each year: at the end of the course and approximately 6 months after they graduated from the university. The two versions are slightly different in that the second is intended to survey how relevant the experience of MT is conceived to be by the graduates to their present situations. In other words, the second survey is intended to collect information on how the course is evaluated by the teachers who are currently at school; thus, it can be estimated that the results of the second survey will reflect 'real' value of the course or how the former trainees carried over their MT experience to the real teaching settings. The questionnaires were filled out anonymously.

Both multiple choice and open-ended types were employed in both surverys. The following are some of the results from the first type of the surveys. Mention will be made of the results of the latter type in the following section whenever it is necessary.

Table 3-1 Results of Questionnaire

I.The First Survey

1. The frequency of teach and reteach	
1. would like more	10 (28)

2. appropriate	22 (64)
3. would like less	3 (8)
2. The length of MT	
1. would like longer MT	4 (12)
2. appropriate	28 (80)
3. prefer a short MT	3 (8)

	5	4	3	2	1
3. Teach-reteach cycle	15(43)	20(57)	0(0)	0(0)	0(0)
4. VTR feedback	25(72)	10(28)	0(0)	0(0)	0(0)
5. Critique	32(91)	3(9)	0(0)	0(0)	0(0)
6. Analysis	14(41)	10(28)	8(23)	3(8)	0(0)
7. Lectures	24(69)	10(28)	1(3)	0(0)	0(0)
8. "Teaching Observed"	13(37)	13(37)	7(20)	2(6)	0(0)
9. Roles of learners	25(72)	9(25)	1(3)	0(0)	0(0)

10. Amount of lectures	
1. would like more	20 (57)
2. appropriate	15 (43)
3. would like fewer	0 (0)
11. Frequency of "Teaching Observed"	
1. more often	6 (17)
2. appropriate	27 (77)
3. less often	2 (6)
12. Peer teaching	
1. better than "real"teaching	17 (49)
2. doesn't matter	8 (23)
3. prefer "real" teaching	10 (28)

II. The Second Survey

1. Peer teaching

1. better than "real" teaching 9 (36)

2. doesn't matter 7 (28)

3. prefer "real" teaching 9 (36)

	5	4	3	2	1
2. Roles of learners	14(56)	7(28)	3(12)	0(0)	0(0)
3. Usefulness of MT					
Warm-up	0(0)	7(28)	10(40)	7(28)	1(4)
Introduction	5(20)	7(28)	9(36)	4(16)	0(0)
Drills and practice	4(16)	11(44)	8(32)	2(8)	0(0)
Reading	3(12)	8(32)	14(54)	3(12)	0(0)
Management skills	17(68)	7(28)	1(4)	0(0)	0(0)
4. Lectures					
Warm-up	7(28)	8(32)	10(40)	0(0)	0(0)
Introduction	10(40)	11(44)	4(16)	0(0)	0(0)
Drills and practice	6(24)	15(60)	4(16)	0(0)	0(0)
Reading	4(16)	10(40)	11(44)	0(0)	0(0)
5. Teach-Reteach cycle	7(28)	10(40)	5(20)	3(12)	0(0)
6. VTR feedback	15(60)	8(32)	1(4)	1(4)	0(0)
7. Analysis	6(24)	8(32)	8(32)	3(12)	0(0)
8. "Teaching Observed"	4(16)	5(20)	13(52)	2(12)	0(0)

9. Usefulness of techniques in "Teaching Observed"

1. use very often 1 (4)

2. use sometimes 10 (40)

3. not very often	14 (56)
4. never use	0 (0)
10. Frequency of "Teaching Observed"	
1. more often	7 (28)
2. appropriate	17 (68)
3. less often	1 (4)

Notes: 1. All the figures in parentheses represent percentile equivalents of the figures just to the left of them.

2. The criteria used in items 3 to 8 in the first survey are as follows: 5--strong support; 4--moderate support; 3--no preference; 2--slight opposition; 1--strong opposition

3. The criteria employed in items 3 to 8 in the second survey emaphasized practicality and are as follows: 5--very useful and used very often; 4--useful and used often; 3--rather useful; 2--not very useful and hardly used; 1--not useful at all

Section 5 Discussion

The first survey shows that overall reactions to MT are favourable and the course is given a high evaluation by the participants. The frequency and period of trials are considered to be appropriate by the greater majority.

The teach-reteach cycle and VTR feedback are also supported by all the trainees, and the same tendency is found in the ensuing discussion. One of the open-ended answers as to the two-step cycle is as follows:

> I think teaching the same part twice helped me a great deal in recognizing any inadequate points about my teaching and helped to me to improve upon my first trial. I felt more relaxed and could overcome my previous mistakes during the second trial.

VTR feedback is sometimes criticised or at least cautioned against on the grounds that some students tend to feel nervous when they see themselves on the screen while viewing their faulty trials with their peer trainees. In our course, however, the reaction has been positive, as one student mentions:

> It(ie, VTR feedback) helped me very much to think again about my lesson in an objective manner, pinpointing the shortcomings about my lesson, which otherwise could not have been detected, and spotting such practical matters as pronuciation, writing on the board, dealing with the learners, etc.

It must be pointed out, however, that all the trainees will be somewhat in a precarious position when they first see themselves on the TV screen. One of the important factors which fosters a positive attitude is the friendly atmosphere in the classroom, which is, presumably, heightened by encouraging rapport among all the participants including both the trainer and the trainees.

Although the trainee expresses his support for the critique session and is eager to get precise advice on his teaching during this occasion, the trouble is that it tends to last in excess of the time set for this purpose. An efficient and effective handling of this session is urgent.

In analysis and comparison task, negative responses coexist with positive ones. While several trainees maintain that the tool employed is objective and beneficial in forming an objective judgement on their MT's, a few criticise this method by saying that this is too formal and rigid, thus reflecting very little of what actually took place in the lesson segment. We must try to explore a more convenient, and yet reliable method of analysing classroom performance. At the same time, we must be well aware that no trainees wanted this part to be dropped from the course. This means that an opportunity must be provided for the trainee to examine his trials objectively and critically without falling into too rigid and mechanistic procedure of lesson analysis which is often too time consuming.

One of the reasons the lectures were supported by the participants was mainly because the contents were relevant to the purpose of the course and a series of demonstrations were combined with the underlying theories in the context of MT. The majority wanted more lectures and demonstrations. It is, however, quite difficult to balance the lectures against the trainee's practice sessions because of the limited time allotted to this course. One way to solve this problem may be to prepare more materials such as 'activity manuals' to which the trainee can have access outside the class.

The viewing of "Teaching Observed" was received favourably by all the trainees. As one student wrote:

> The teaching methods are very different from those often found here in Japan. The pupils in the film enjoy learning English through a variety of activities which necessitate the use of English in the class. I was also deeply impressed how all the teachers in the film devoted themselves to their job.

A few respondents pointed out that the situations shown were different from those they expected in this country and that they wanted to see similar recordings made here so that they could apply what they saw more or less directly to their teaching. More recordings of live classrooms should be added to the viewing session in the future.

The second survey gives a few interesting points. Obviously we must expect that the responses will show a lower evaluation than for the first survey, for the respondents are in different situations from the setting they were in 6 months before. We cannot expect everything taught in a methods course to be relevant to every aspect of language teaching at school.

The first item concerns the value of peer teaching. It is encouraging to find that the majority responded to this item in an affirmative way. The response does not indicate, however, that we shal be justified in adopting peer teaching when real pupils are easily available. The following answer given by one respondent deserves to mention on this point:

> I think it is very important to practise the most fundamental skills and techniques that we can depend on once we start teaching at school. It is easy to "downgrade" the level of language activities in order to adjust them to the demands of our pupils, while the reverse would be very difficult. For this reason, it was beneficial for me to perform quite complex activities in peer teaching while I was a university student.

Another respondent gives the following comment:

> While it is true that peer teaching was artificial, this does not mean that it lacked significance. This setting was very useful in the sense that it provided us with an experimental field where we could concentrate on devising and trying out as many interesting activites as we could.

An interesting result is found in the response on their experience as learners in MT. This item receives more favourable responses than item 3. In other words, some of those who did not care for peer teaching think much of playing pupils' roles in MT. The following are some of the comments concerning this point:

> I was able to observe both good and bad points clearly from a learner's point of view, which made me realize the importance of planning a lesson carefully.

> I was given a valuable chance to evaluate my colleagues' lesson as a particiant in MT, which would not have been possible as a mere observer.

Item 3 enquires to what degree the trainee's experience as a microteacher is still valid to the present situation. As is seen from the result, 47% of the methods and techniques used in MT are still considered useful and used often, although there is a fluctuation among the skills. It is interesting that almost all the respondents answered positively to 'skills in the class management', which, in fact, was not set up as a separate skill in MT. It seems that teaching skills such as "variation, reinforcement, and questioning" (Stoddart,1981:7) are so prevalent in every skill area that the trainee acquires these general skills more or less naturally and unconsciously in MT. They, in turn, are employed in his everyday teaching setting so much that he feels they are valuable assets for him. It is, however, questionable to devote the whole course to general teaching skills, for they could be acquired in accompaniment to the major specific skills. It is quixotic to assume that all techniques introduced in a methods course are always relevant to the real setting of language teaching at school as mentioned above. But at the same time we must try our best to innovate more realistic and applicable methods and techniques so that the trainee can rely on the educational experience gained at university at least at the beginning of his teaching career.

Responses to item 4 are much more favourable than item 3, probably because the topics covered in the lectures were wide and rather systematic and they were presented to the whole group for a longer time. This quantity, together with quality, gave the trainee vivid impressions. Whatever reason, this component is indispensable at least in pre-service training. Solid basic foundations should be laid at any rate before the trainee starts trying out his MT. Practice derived from an understanding of theory should be a main feature of MT intended for future teachers.

The teach-reteach cycle is ranked at a lower level. The teacher who has just embarked on their career would be needing a variety of methods and techniques which would be immediately usable. He would have benefited more if he had taught more language items in MT. We could assign the trainee a

different part instead of the same part again in the reteach stage so that he could cover a wider area in the same limitation of time. Generally, a similar technique can be applied with a slight modification in teaching a different structure or function as long as it is in the same skill area such as oral practice. Thus, it would be worthwile trying one trial approach at some stage in the course.

Overall, the second survey suggests that MT has achieved its purpose: bridging gaps between the knowledge of language teaching gained at university and teaching at school.

We can conclude from what we have seen above that an integration of theory and practice in a realistic context functions quite well for a pre-service EFL teacher training. Here, the four components, ie, rationale, observation, experience and trial, are combined in such a manner that an activity in one component receives feedback from a result of another activity in another component, thus constituting an integrative whole in the training course. Both theory and practice are necessary but they are not separate entities in a teacher training course; instead, they should be integral parts of each other.

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